

S A F E T Y

E

Two Sections - Section One



The NATIONAL SAFETY COUNCIL, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a non-profit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

NED H. BEARHORN, president, National Safety Council

WATNE P. HUGHES, director, School and College Division

JOHN W. STUDEBAKER, vice president for schools and colleges, National Safety Council

School and College Conference, 1950-51

JOHN J. AHERN
DOBOOTH AINSWORTH
W. W. SAUER
NORMAN E. BOERGERSON
RUTH A. BOTTMLEY
JOHN L. BRACKEN
EARL H. BREON
PERCY BUGSEE
ZENAS B. CLARK
JOHN H. CORBALLY
PRUDENCE CUTRIGHT
WALTER A. CUTTERT
L. H. DENNIS
RAY O. DUNCAN
GILBERT H. DUNSTAN
MARIE EYE
MRS. GLADYS T. EDWARDS
CLYDE A. ERWIN
RUTH EVANS
LOWELL B. FISHER
ARTHUR K. FLANAGAN
EDGAR FULLER
GORDON C. GRAHAM
JAMES J. GRIFFIN
FRED V. HEIN
THOMAS J. HIGGINS
RALPH A. HOWARD
BE WITT HUNT
HEROLD E. HUNT
HAROLD E. JACK
STEPHEN JAMES
GEORGE JENNINGS
MRS. FRED W. KNIGHT
HAROLD F. LILLIE
FORREST E. LONG
JOHN B. LUDINGTON
WORTH McCLURE
JAMES W. MANN
BURTON W. MARSH
AUSTIN B. MEADOWS
CHARLES A. MILLER
HARRY E. NESMAN
MAURICE G. OSBORNE
W. B. OWENS
MRS. GLADYS POTTER
MALCOLM PRICE
A. H. PRITZLAFF
GEORGE H. REAVIS
PETER B. RITZMA
N. O. SCHNEIDER
WILBUR S. SMITH
HERBERT J. STACE
MARLAND E. STRASSER
JOHN W. STUDEBAKER
RANDALL C. SWANSON
GEORGE G. TRAYER
N. E. VILES
MARIE E. WALTER
GILBERT S. WILLEY
WALTER S. WILLIAMS, JR.
BERT L. WOODCOCK
MARY MAY WYMAN
GEORGE F. ZOOB

SAFETY

Volume
XXX
No. 8
Section
One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

BEATRICE BECKETT, Editor
C. H. MILLER, Advertising Manager
BILL ANDREWS, Editorial Director



CONTENTS

Cover Picture: All playground apparatus should be in good condition. Whenever children are using the apparatus, a playground supervisor should always be present.

The Right to Life—Sister Rose Bernadette, S.S.J.	1
3-Way Honor Roll Program—Nils A. Lofgren	2
What is an Attitude?—Marland K. Strasser	3
10,000 Good Deeds a Day—J. Peter Costigan, Jr.	5
Senior High Accident Summary—Jennie Spadafora	6
Summer Safety—Mrs. William S. Haines	7
Behind the Scenes—Vivian Weedon	8
1951-52 Elementary Lesson Themes and Illustrations	9
Basic for Safety—Marion Telford	10
1951-52 Secondary Lesson Themes and Illustrations	11
Louisville All-School Safety Exhibits	12
What Makes a Safety Patrol?—Tillie Horowitz	14
Georgians Work Together—Mary Dan Coleman	17
Go Fly a Kite!	19
Departments	
Data Sheet No. 53—Safety in the Machine Shop	15
Lesson Units	23
Safety Notes	34

SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: RAY O. DUNCAN, State Director of Health, Physical Education, Recreation and Safety, State Department of Public Instruction, Springfield, Ill.

Elementary School Section
Chairman: JAMES W. MANN, Principal, Hubbard Woods School, Winnetka, Ill.

Secondary School Committee
Chairman: PETER B. RITZMA, District Superintendent of Schools, Chicago Public Schools, Chicago, Ill.

Higher Education Committee
Chairman: JOHN E. CORBALLY, Professor of Secondary Education, University of Washington, Seattle, Wash.

Driver Education Section
Chairman: BERT L. WOODCOCK, Assistant Professor of Safety Education, Iowa State Teachers College, Cedar Falls, Ia.

School Transportation Committee
Chairman: MAURICE G. OSBORNE, Chief, Bureau of Field Financial Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: THOMAS J. HIGGINS, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Standard Student Accident Report Committee
Chairman: ZENAS B. CLARK, Administrative Assistant, Wilmington (Del.) Public Schools

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1930, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1951, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.50 a year. Reduced prices for quantity orders.

THE RIGHT TO LIFE

by SISTER ROSE BERNADETTE, S.S.J.

THERE were 65 accidents to parochial school children of Pittsburgh during the school year 1947-48. These accidents were reported in a survey of 85 parochial schools with 35,553 students.

Since that record, safety education has been revised in our curriculum.

Parents worry less about Jimmy and Mary as they leave home, because parents know that many persons in the community and in Pittsburgh are alerted for the children's welfare.

Children are less fearful because they *know* what to do in situations involving their physical welfare.

Teachers have a feeling of satisfaction because they render an important service to the home, to the school, and to the community, while training youthful citizens to preserve a normal, happy life.

After we had considered three methods by which safety may be taught, that is, by integration with other subjects, by formal lessons given during stated periods or by incidental emphasis, we decided that integration was the most effective method because safety may so easily be integrated with almost every subject in the curriculum.

The integration method was chosen also upon the basis that many hidden factors in the child cause accidents. Formal training and incidental teaching are not so effective in weeding out these negative hidden forces. But even for those children who do not possess negative factors, the method is just as effective.

In this world of unthinking forces, the child has only his intelligence to depend upon

for safe conduct and security. Animals have developed physical adaptations for protection and defense; not so humans. We have neither protective coloration nor great speed for defense mechanisms. But we have the ability to think, to reason, and to remember. Therefore, the child should be taught to apply his mental ability to his craving for excitement and his love for adventure.

In the crowded urban areas, dangers arising from an era of power-driven speeding machinery require a new kind of alertness to danger. This is but one of the many phases of safety knowledge that young persons must acquire if they are to become masters, rather than victims, of certain elements.

Seldom does it occur to us that emotional conflicts may be responsible for repeated accidents. Often, a placid, peace-loving, docile child has one accident after another. Yet, on the surface, there is no evidence of emotional disturbance. Many times, a child's resentment of authority produces evasiveness which results in an unfortunate propensity. The desire to escape one conflict results in another. Again, it is found that an accident may have been carefully worked out by the child to attract the attention he craves.

We feel that if America places children on her pedestal of important things, then we, as teachers, should see to it that children are kept safe from unnecessary harm. Safety consciousness makes life richer, more significant, more socially mature. It points out to the child a special work for him to do. It entitles him to the right to make the community a safe place in which to live. Is this right not prompted by the fifth commandment of God? God gives us the right to LIFE, as well as "liberty and the pursuit of happiness."

SISTER ROSE BERNADETTE is on the staff of St. Bede's school, Pittsburgh, Pennsylvania.

Safety Education for April, 1951

SAFETY EDUCATION CHICAGO ILL APRIL 1961 VOL 30 No. 8 Section 2



Legs

Feet

**ALL TOGETHER
FOR SAFETY**

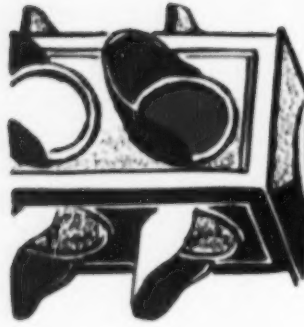


NATIONAL SAFETY COUNCIL

CHICAGO • PRINTED IN U.S.A.

S-9056-A

BE CAREFUL—
The Life You Save
May Be Your Own





S-9057-A

NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U.S.A.



3-WAY



PROGRAM

by NILS A. LOFGREN

THE National School Safety Honor Roll! That's what it is called, an Honor Roll. But it is far more than a roll of honor. While this activity honors achievement, it also suggests ways of improvement and encourages interest—improvement of school safety programs and interest in safety by the students. It is this triple function that is making the Honor Roll an important part of the safety activities of more schools each year.

The Honor Roll is a National Safety Council activity open to all schools that have a subscription to the Instructional Material Service or the School Shop Service of the Council.

To apply for Honor Roll recognition a school must have its safety program surveyed by a local committee of four. The survey is made on an evaluation check list of activities carefully selected by safety educators.

If the local committee believes the program worthy of recognition, the committee sends a testimonial together with the check list to the National Safety Council for final judging by four prominent educators who are the Honor Roll judges. The application materials were mailed last September to all eligible schools.

The Honor Roll judges are Prudence Cutright, associate professor of education, Macalister college, St. Paul, Minnesota; Forrest E. Long, professor of education, New York university and editor of *The Clearing House*; Thelma Reed, principal, William Volker school, Kansas City, Missouri; and Peter B. Ritzma, district superintendent of schools, Chicago, Illinois.

The local committees of four are composed of the school principal, the president of the parent-teacher association (or a responsible member of another parent group), a student and a local civic leader.

For the first three years of Honor Roll listing the standards are relatively easily met by schools that have some program of safety. In succeeding years, standards become progressively higher so that continued listing requires constant improvement in a school's safety program.

The listing for each year's Honor Roll is published shortly after school opens in the fall. Each qualifying school is sent an Honor Roll certificate at that time.

To gain local and national publicity for this recognition of your safety program, you are sent a news release for use by your newspapers. *SAFETY EDUCATION* magazine carries an article about the awards with a listing of all the Honor Roll schools, and a special news release is sent to all educational journals.

To further call this recognition to the attention of their communities and to enhance the prestige of the honor, many schools hold special assemblies with the school officials and prominent civic leaders attending when the Honor Roll certificate is presented.

Applications for Honor Roll listing for the current school year should be sent to the National Safety Council by May 31. If you have not received the application materials—the testimonial and the evaluation check list—write to the Council and we will send you yours at once.

We urge you to take advantage of this opportunity to gain recognition of your school's safety program, to receive suggestions on improving the program, and to stimulate student interest in your safety program.

MR. LOFGREN is staff representative for the National School Safety Honor Roll of the National Safety Council.

WHAT IS AN ATTITUDE?

by MARLAND K. STRASSER

IN ANNOUNCING the first program in his new television series, Groucho Marx said, "It will be a gala opening. That should be fun. I have never opened a gala before."

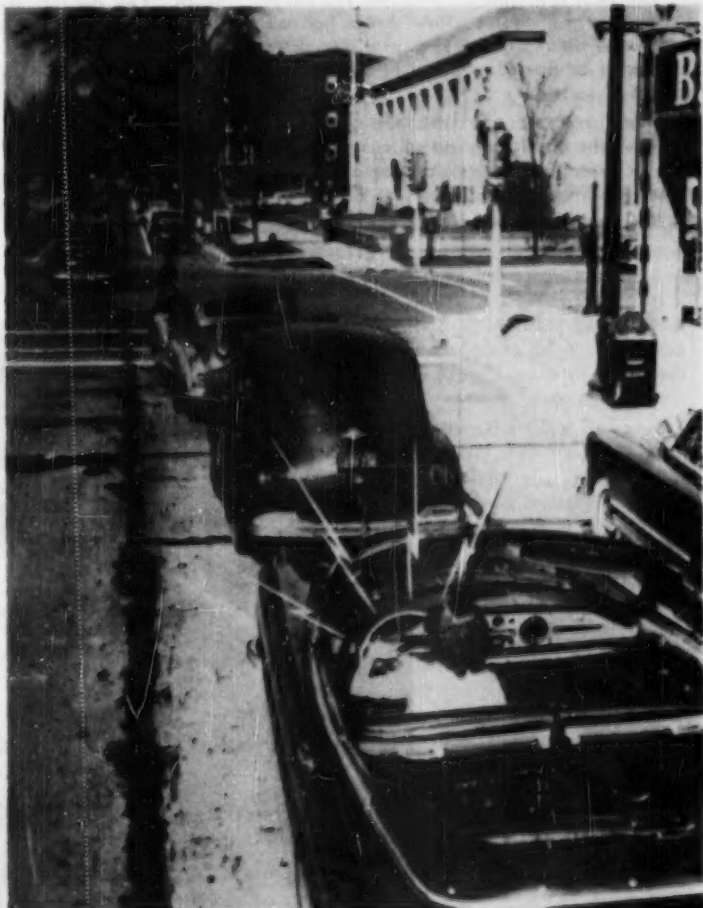
Those of us who teach driver education are in somewhat the same position as Groucho—we talk about the driver's attitude but we have never opened one up to see what is inside. We seem to be in rather general agreement that a primary objective of the

driver education course is to produce "good" attitudes. All too often a student who agrees with the point of view of the teacher has a "good" attitude; if he disagrees he has a "bad" attitude.

The reason for this confusion rests largely in the fact that it is so difficult to find tangible evidence of this intangible something we call attitude. I was, therefore, most interested in a paper given to me recently by a driver education teacher because it seemed to contain a positive expression of those intangibles which we are trying to transfer into the minds and

DR. STRASSER is education director of the accident prevention department, Association of Casualty and Surety companies, New York, N. Y.

If you impatiently honk your horn as soon as the light turns green, you have not acquired good attitudes.



behavior patterns of young people who are about to assume the grave responsibility of operating a motor vehicle on our highways.

In the hurried confusion, as the driver education class left the room, a crumpled piece of paper was dropped by one student. When the teacher picked it up, he read:

"The automobile is not a toy. It is a machine that has the power of many horses. It is not the thing to act smart in.

"Automobile driving is a serious problem among the youths of the nation. They try to show off in cars. This has caused many accidents. Young folks think it's smart to drive fast, run red lights and ignore signs.

"We of the younger generation are responsible for the black mark that is on the youth of today. We can erase this mark if we try.

"The next time you see someone you know driving fast tell him to slow down because it is just as smart to drive slow as it is to drive fast and if he does slow down he will be safe instead of sorry.

"When you are out with the gang and you have the family car and your companions tell you to step on the gas, tell them that you value your life more.

"Boys, when you have the car and have

your girl friend out, take her into consideration and slow down.

"Girls, when you are out with a boy and he is speeding tell him to slow down.

"When you are driving if you don't care for your life think of the other lives you might save—so slow down. Think of the property which you need not destroy if you take it easy. Just remember, the life you save might be your own or that of some loved one. So when you feel the urge for speed, stop and think of yourself and other people."

This is no assigned essay written to impress a teacher; no bold appeal for the attention of fellow students; no dangerous expression of "teenicidal" tendencies. It is rather a spontaneous, written expression of the reactions of a driver education student who was probably too shy to speak such honest emotions aloud. This delicate sketch of a young man's feelings is a true work of art. Grammatically, it may not qualify the artist for college entrance but I would rather meet him on the highway than many of his more articulate contemporaries.

I have never opened a gala but, somehow, as I read the thoughts expressed on that crumpled piece of paper, I had the feeling that I was privileged to look into an attitude.

When you're out with your car and your girl friend, politeness and good motor manners should accompany you, too.



10,000 GOOD DEEDS A DAY

by J. PETER COSTIGAN, JR.

DURING the hustle and bustle of Christmas shopping in Utica, New York, the Boy Scouts of the Upper Mohawk council added a new twist to their traditional good deed of helping people across the street. They went a step further. They actually controlled the pedestrian crossing the street—they told him when he could or could not cross. This safety program reduced the number of pedestrian accidents during this critical time of year from 17, two years ago, to none, today.

Starting about two weeks before Christmas, scouts from the Upper Mohawk council—Utica and the surrounding area—man the cross walks at the busiest downtown intersections in much the same manner as a grade-crossing guard on the railroad.

Equipped with long white rods tipped with a red flag, these scouts prevent the bundle-laden shoppers from stepping off the curb until traffic has been halted. Only when the flow of automobiles has stopped and the crosswalk is clear do they allow the shoppers to cross.

Four scouts usually man an intersection, one on each corner. As the lights turn red against the pedestrians, the scout lowers his "gate" across the crosswalk, halting the flow of people. As the light changes again he moves around the corner, stopping the people who have been crossing in the other direction.

The boys stand duty in half-hour shifts, 5:00 to 9:00 on weekdays and from 10:30 to 5:30 on Saturdays. During the season more than 250 Boy Scouts participate in the program. They are all volunteers from the 26 units of the Upper Mohawk council.

At first, eight boys were used to an intersection, one to each end of the crosswalks.

MR. COSTIGAN, of Utica, N. Y., wrote this article especially for SAFETY EDUCATION, basing it on personal observation and an interview with DALE REED, executive director of the Upper Mohawk council of the Boy Scouts of America.

But standing still some of the time the boys got too cold. With only four to an intersection the boys have the adjoining ends of two crosswalks to guard. Moving back and forth every few seconds helps to keep the boy warm. On his half-hour off he can go back to a room in the Chamber of Commerce building that serves as the safety patrols' headquarters. There hot chocolate and refreshments are waiting for him.

This safety campaign is sponsored by the Utica Pedestrian Safety committee in conjunction with the Chamber of Commerce. Director of the campaign and originator of the patrol plan is Dale Reed, executive director of the Upper Mohawk council.

This plan was first tried out in Columbus where Reed was temporary executive director of the council there. The plan remained in his mind after he came to Utica and six years ago he activated the plan. Since its start in Utica many other New York state communities have adopted similar plans.

Mr. Reed feels that the boys get as much out of the plan as the city. The boys work in close co-operation with the police department. Mutual admiration and respect has been built up between the man in blue and the boy in khaki.

Reed considers the program a long-range educational plan. He says:

"For several weeks after the scouts stop manning the crosswalks, people automatically stop and wait for the signal. The real value of the campaign in Utica is the continuing subconscious obeying of safety rules.

"The boy gets as much out of this as do the citizens. He learns about other people's attitudes and how to get along with both older and younger persons. It makes him a better citizen and more conscious of his duty to the community."

Senior High Accident Summary

by JENNIE SPADAFORA

THE school jurisdiction rate for pupils in the tenth through twelfth grades was higher than the nonschool accident rate in each month of the school year.

According to monthly tabulations of student accident summaries received by the National Safety Council during the 1949-50 school year, October was the month in which accidents occurred most frequently at this grade level. The October rate for these children was 21.35 per 100,000 student-days, followed by 19.65 in November and 15.30 in February. Rates in other months ranged from 12.12 in January to 14.95 in December.

The accompanying table gives the seasonal trends of the principal rates in the tenth through twelfth grades. The all-accident rates for all grades indicate the differences in the record between these pupils and the whole student body. The all-accident rates in the tenth through twelfth grades were larger than those for all grades in most months and only slightly below the all-grades' rate in April but moderately below all-grades' rate in May.

About two fifths of the school building accidents occurred in the gymnasium and another one fifth in vocational shops.

The average rate for basketball accidents in the gymnasium was 1.19 and the average for other gymnasium activities was 1.53. Basketball accidents were most frequent from

November through March, while accidents in other gymnasium activities were numerous in all months except September.

The highest rate for vocational shop accidents, 1.50, was recorded in October followed by 1.25 in November and April, and 1.17 in March. Rates in other months ranged from 0.97 to 1.13.

More than 60 per cent of the school ground accidents at this grade level occurred while students were playing football. In September the rate was 5.33; in October, 5.93; and in November, 3.43. By January the rate was almost negligible.

Accidents on the way to or from school were most frequent in December and March, when the rates were 0.54 and 0.49. The lowest rate was recorded in May—0.18.

Home falls retained their high frequency throughout most of the school year. The average rate was 0.79, but monthly rates fluctuated from 0.29 in September to 1.06 in January.

Motor-vehicle accidents not on the way to school were most frequent from October through January, while other street and sidewalk injuries were most numerous in February.

Playground accidents (not school) were frequent in most months but did not follow a definite seasonal pattern. The lowest rate, 0.50, came in March; the highest, 1.61, in November.

JENNIE SPADAFORA is a member of the statistical division, National Safety Council.

STUDENT ACCIDENT RATES PER 100,000 STUDENT-DAYS—September, 1949 to May, 1950

Classification	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Yr. Av.
Tenth-Twelfth Grade										
Total Accidents	14.66	21.35	19.65	14.95	12.12	15.30	12.45	13.87	12.90	15.21
School Building	4.19	5.78	7.30	7.67	5.76	6.92	6.29	5.99	5.54	6.15
School Grounds	6.43	7.67	4.65	1.12	.52	.34	.63	1.82	1.78	2.72
Going to or from School	.44	.46	.39	.54	.36	.44	.49	.36	.18	.40
Home	.74	2.06	2.00	1.78	1.81	2.31	1.93	2.05	1.61	1.83
Other	2.86	5.38	5.31	3.84	3.67	5.29	3.11	3.65	3.79	4.11
All Grades										
Total Accidents	14.35	15.55	13.29	11.34	11.16	11.71	11.83	14.06	14.60	13.03



Summer Safety

by MRS. WILLIAM S. HAINES

SUMMER safety and ways and means of carrying over safety training the children receive in school into the vacation period were discussed at a recent meeting of P-TA safety chairmen of Skokie (Ill.) elementary schools. An increase in the number of cars on the road and of teen-age and college-age drivers during the vacation months brings concern to parents. Below are some thoughts that may be useful in making this a safe vacation:

The Winnetka Park district sets a minimum age for children visiting the beaches unattended. This minimum is eight years old, but most parents set it much higher feeling that so great a responsibility and risk should not be given most children. For those old enough to go to the beaches unattended, going in pairs is a safeguard.

A respect for property goes hand in hand with good safety practices. If Winnetka residents will be careful in the use of public property, the park district can save several hundred dollars each season, dollars that can go toward more and better equipment instead of repairs and replacements.

Children meet many new situations during vacation time. Anticipating the hazards in new situations and pointing out the effective way of meeting them
(Please turn to page 38)

MRS. HAINES is the chairman of the Winnetka (Ill.) Public schools' P-TA safety committee.



BEHIND THE SCENES

by VIVIAN WEEDON

THIS is the time of year when we let you in on the themes for next year's posters and lesson units so you can begin planning.

We thought you would be interested to know just how these materials are prepared.

The first step is YOU—that is, if you are one of the 15,600 teachers who yearly write in asking for help. These letters are analyzed and the help requested put into the hopper of suggestions for posters and lesson units. You have a part, also, if you are one of the persons who attend the elementary meetings at the annual National Safety Congress and Exposition and make known your needs and your problems.

All ideas and suggestions are taken by your staff representative who works out a tentative yearly plan. This plan must, of course, fit certain pre-established customs. For example, October is traditionally devoted to fire safety. The May theme obviously deals with a phase of vacation or summer safety while that for December simply must revolve around Christmas.

After a tentative plan is developed, the staff of the School and College division goes over it.

The plan is then ready to be submitted to the two official committees.

The first of these is the executive committee of the Elementary School section. In connection with the annual National Safety Congress and Exposition a meeting is held. This is an open meeting in which you are welcome to participate. This committee is specifically charged with the examination of the rough sketches and lesson unit plans to determine:

1. Does the topic of poster and lesson unit fit in today's elementary school curriculum?
2. Is the vocabulary of the slogan suitable to elementary school pupils?
3. Have the important topics been suggested for treatment in the lesson units?

The plan next goes to the Poster committee of the National Safety Council. This com-

mittee is composed entirely of technicians and is charged with a specific responsibility—to check the poster to be sure that the practice portrayed is safe.

Although each committee has specific responsibilities there is more co-operation between the two than would seem possible.

Often the executive committee of the Elementary School section questions some portrayal from the safety standpoint and the specific question will be referred to the Poster committee. Occasionally the Poster committee, as a result of the 37 years of experience in producing first-class safety posters for all uses, makes a suggestion as to wording of the slogan or other element in the poster or plan for the lesson unit.

This suggestion is then referred back to the executive committee of the Elementary School section where it is accepted or discarded with the experience of many years' work with elementary school children. For example, the poster for May, 1952 (which incidentally we think is pretty cute) originally had the slogan "Enjoy the sun; Not the sunburn." This slogan, written originally by the staff representative was approved right down to the Poster committee. The Poster committee suggested that a stronger slogan would be "Enjoy the sun; Avoid sunburn." The suggested change was submitted to the executive committee who okayed the use of the word "avoid" in an elementary school poster and agreed with the Poster committee that the slogan was improved.

The poster sketches and the suggestions for lesson units are then turned over to the author, Helen Halter Long. She writes the preliminary lesson units. These are then tried out under Dr. Long's direction by teachers in the appropriate grades and, when necessary, revised or rewritten to suit pupils' needs.

So before these posters and lesson units come into your hands they have gone through much thought and planning. We hope you find them satisfactory. Remember you may have a part in that planning if you choose. We all welcome your suggestions.

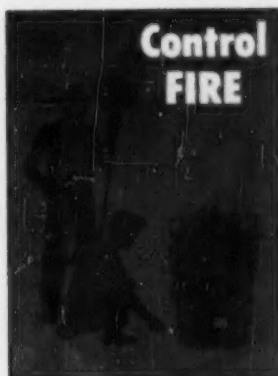
MISS WEEDON is the staff representative, Elementary School section, National Safety Council.

1951-52 Elementary

Lesson Themes and Illustrations



September—S9307A
PEDESTRIAN



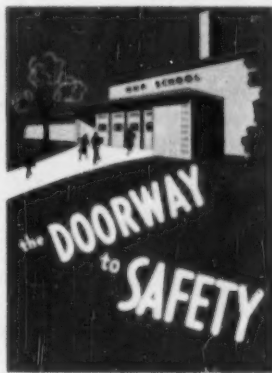
October—S9309A
FIRE



November—S9311A
PROTECTIVE DEVICES



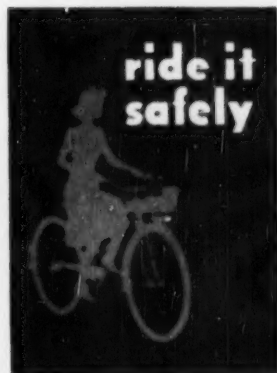
December—S9313A
HOME



January—S9315A
SCHOOL



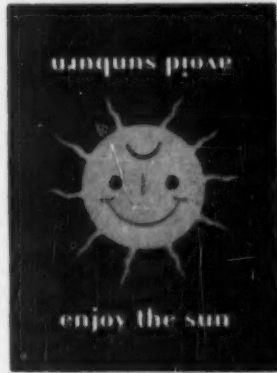
February—S9317A
TRANSPORTATION



March—S9319A
BICYCLE



April—S9321A
WATER



May—S9323A
VACATION

BASIC for SAFETY

by MARION TELFORD

GENERAL safety education should be one of the basic offerings of the secondary school.

Regrettably this assertion can be bulwarked by a glance at the accident records of high school youth. This record already is familiar to the readers of *SAFETY EDUCATION*. It is repeated here for emphasis.

In 1948, the last year for which detailed information is available, this record was as follows: in the 10-to-14-year age group, 38 per cent of all deaths were due to accidents. In the 15-to-19-year age group, 42 per cent of all deaths were due to this general cause. A breakdown of these percentages showed the four highest ranking types of accidental deaths in these age groups to be: in the 10-to-14-year age group—motor vehicle accidents—35 per cent, drownings—22 per cent, firearms—9 per cent, and burns—8 per cent; and in the 15-to-19-year age group—motor vehicle accidents—56 per cent, drownings—12 per cent, firearms—7 per cent, and burns—4 per cent. These data are from the National Office of Vital Statistics.

Specific analyses of student accidents through the use of the Standard Student Accident Report forms recommended by the National Safety Council also has shown the prevalence of accidents in high schools. Accidents reported through the use of these forms are, except in very rare cases, nonfatal but sufficiently serious to make it necessary for a student to receive medical attention or to cause his absence from school for at least one-half day.

In one school system, one out of every eleven students enrolled suffered an accident of this degree of seriousness. In a very much smaller community, accidents to senior high school students exceeded those to junior high school students by 300 per cent although total

enrollment for the two levels were approximately the same.

"Student accidents are an indication of an educational shortage," as has been pointed out by Dr. Herbert J. Stack, director of the Center for Safety Education at New York university. Many of them occur because students lack information, skill or desirable attitudes—shortages that can be eliminated to a very large degree through a continuous educational program planned to meet the specific needs of particular groups as those needs are made evident through the accident record, an analysis of practices and habits and in many other ways familiar to high school leaders.

Materials to aid in the development of new, or the expansion of established, programs and in the evaluation of both types now are available from many sources, one of which is the National Safety Council. Among other items available from the Council are two manuals, each containing materials useful throughout a school year. A curriculum dealing with all phases of safety is suggested in *SAFETY EDUCATION IN THE SECONDARY SCHOOL* and the cocurricular student organization program is outlined in *STUDENT SAFETY ACTIVITIES*.

The manuals can be supplemented by lesson units and posters issued monthly throughout the school year, but the successful use of the manuals is not dependent upon the use of the lesson units and posters. The reverse is equally true.

Both lesson units and manuals were planned by the members of the Council's Secondary School committee of which Peter B. Ritzma, district superintendent of the Chicago Public schools, is chairman. As is shown by accompanying illustrations, the lesson unit and poster series for the 1951-1952 school year was planned to facilitate the discussion of accident types—motor vehicle, fire, drowning, for example—which many secondary school students cannot successfully avoid, as is shown by their accident record.

MRS. TELFORD is staff representative of the Secondary School committee of the National Safety Council.

1951-52 Secondary

Lesson Themes and Illustrations



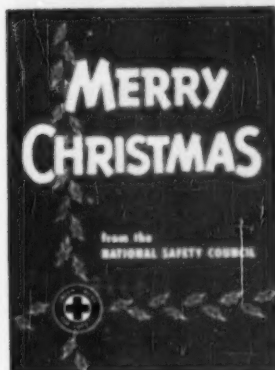
September—S9308A
GENERAL



October—S9310A
FIRE AND HOME



November—S9312A
GENERAL—SHOP



December—S9314A
GENERAL



January—S9316A
PEDESTRIAN



February—S9318A
SCHOOL AND HOME



March—S9320A
BICYCLE



April—S9322A
DRIVING



May—S9324A
WATER

Louisville ALL-SCHOOL SAFETY

"SAFETY should have some type of expression to culminate class discussions," says Mary May Wyman, supervisor of safety and special education, Louisville (Ky.) Public schools.

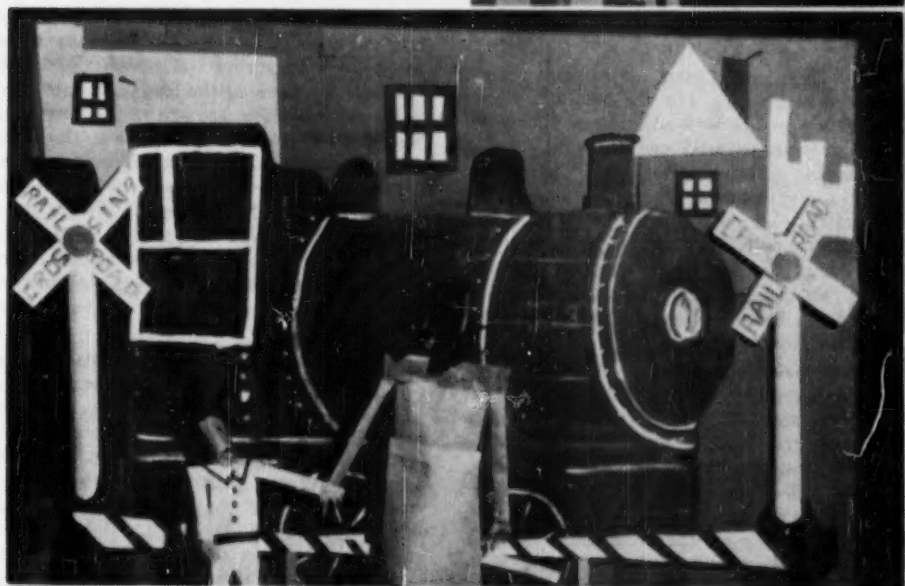
"So we collected the work of our art classes and put up, in the Board of Education offices, an all-school exhibit of safety posters," Miss Wyman adds. "Then the classes from all over the city came in to see each others' expressions in terms of safety."



EXHIBITS

Different media are used in the posters shown on these two pages. Some of these posters are made of colored paper, some are done with pastel chalk.

The Louisville schools have an active, effective safety education program. Practical application of safe habits and practices is stressed in various activities to carry out "learning by doing."



WHAT MAKES A SAFETY PATROL?

by TILLIE HOROWITZ

THE school safety patrol program in the elementary school is one of the best character-building agencies in the educational system. The reason is—patrol membership demands service and thoughtful consideration of others, and disregards selfish needs and comforts.

This service calls upon not the best reader, nor the best writer, nor the best athlete but students who are well-adjusted to the world around them or who can learn to become responsible citizens. Some pupils are ideally suited to the work right from the moment they volunteer or accept the work; others grow into fine safety patrols by definitely overcoming faults and learning to control themselves. There should be only good patrols; there should not be any other kind of patrol—because too much is at stake.

What makes a good safety patrol member? Usually a student who ranks above the average of his class. He is respected by both older and younger children in the school. He is kind, considerate but firm. He has self-confidence, self-assurance, self-control. He is fearless. When given a post, he is punctual; he is dressed properly for the weather; he is alert and watchful on his post; he co-operates with other members; he uses common sense.

Students who make up our school safety patrol usually enter patrol service during their fifth grade, and they may serve until they graduate from school. Those from sixth grade are preferable because of their age. Sixth graders are admired and even feared by younger pupils. Some of our patrol members serve the entire two years, provided their scholastic attainment does not fall below passing level.

Fifth graders, though younger, are very eager and they offer sixth graders some competition. They fill in posts that are vacated because of sickness or absence or any other

cause. The better the patrol member, the longer is his service record, and it is a matter of pride with the better ones to continue for a long time.

The sponsor of our patrol group has no lack of recruits, but he has to select them, weed out the unfit ones and induct new ones continually. Some of the best patrol members volunteer; they are, because of their previous record, accepted and given a post. There are others however, who wish to become members because patrol service gives them a chance to compensate for their failures. Finally there is the timid, shy student whom the sponsor himself asks, because the sponsor believes being a patrol member would help the student. But few of these stay in the service long. They are afraid.

Jack was a failure in reading. Among the other children he ruled with a strong fist and a fierce tongue. Because of his failure, he was surly and cross. One day, he assumed a mild face and gently asked if he could be made a member of our patrol. When the sponsor pointed out to him that his record in citizenship was very bad, Jack said, "If I get good grades by the next report period, may I be on the patrol?" The sponsor, thinking that Jack could certainly not succeed, did agree, but warned him, "Now remember, your citizenship has to stay improved. And remember, you will be a substitute for a few weeks before being given a permanent post." Jack agreed, to all conditions.

After six weeks, Jack proudly presented his report card. He had improved. So Jack became a substitute. A few times, the sponsor had to interfere when the other patrol members complained that Jack pestered them to give him a chance at a permanent post. He always came early in the morning to make sure that he would be present in case somebody was late. Finally he was given a post. It was his happiest day. The sponsor, though,

(Please turn to page 39)

TILLIE HOROWITZ is elementary school teacher and patrol sponsor, Madison school, Pittsburgh, Pa.

safety education data sheet—

No. 53

SAFETY IN THE MACHINE SHOP

Statistics

1. There are no national statistics available on the number of accidents or injuries sustained in school machine shops.

General Safety Precautions

2. Be sure that all machines have effective and properly working guards that are always in place when machines are operating. Replace guards immediately after any repairs.

3. Do not attempt to oil, clean, adjust or repair any machine while it is running. Stop the machine and lock the power switch in the "off" position.

4. Do not operate any machine unless authorized to do so, or under supervision of instructor.

5. Even after the power is off, do not leave machines until they have stopped running. Someone else may not notice that they are still in motion and be injured. And do not try to stop with hands or body any part of any moving machine.

6. Always see that work and cutting tool on any machine is clamped securely before starting.

7. Keep floor clear of metal chips or curls and waste pieces. Put them in container provided for each machine. Scraps are tripping hazards, and chips or curls may cut through a shoe and injure the foot.

8. Do not operate machinery when instructor is not in the room.

9. All set screws should be of flush or recessed type. If they are not, move with caution when near them. Projecting set screws are very dangerous since they may catch on sleeves or clothing.

10. Get help for handling long or heavy pieces of material. Follow safe lifting practices—lift with leg muscles, not the back. If you do not know how to lift safely, ask instructor to show you.

11. When working with another student, only one should operate machine or switches.

12. Do not lean on or against machines.

13. If certain areas are restricted by floor markings, observe restrictions set up by such zones.

14. Do not run in the shop; and there should be no horseplay in the shop at any time.

15. Concentrate on the work and do not talk unnecessarily while operating machines. Don't talk to others when they are operating.

16. Get first aid immediately for any injury.

17. Be sure you have sufficient light to see clearly. Check with instructor if you do not have enough.

Clothing and Equipment

18. Always wear safety glasses, goggles or face shields designed for the type of work when operating any machine.

19. Wear clothing suited for the job. Wear shoes with thick soles—safety shoes if heavy work is being done. Do not wear rings, wrist watches, bracelets or other jewelry that could get caught in moving machinery. Do not wear neckties or loose or torn clothing of any kind. Do wear shirts or jumpers with sleeves cut off or rolled above the elbows.

20. Always remove gloves before turning on or operating any machine. If material is rough or sharp and gloves must be worn, place or handle material with machine turned off.

21. When gloves are needed, wear canvas or reinforced gloves for heavy, rough work. Leather gloves or hand pads are better than canvas for handling sheet metal, castings and sharp scrap. Use hand pads or asbestos gloves for hot material.

Housekeeping

22. Keep floor free of oil, grease, or any other liquids. Clean up spilled liquids immediately; they are slipping hazards.

23. Aisles should be clear at all times to avoid tripping or other injuries.

24. Store materials in such a way that they cannot become tripping hazards.

25. Do not leave tools or work on the table of a machine even if machine is not in motion. Tools or work may fall off and cause toe or foot injuries. Put tools or work away when not in use.

26. Put all scrap in scrap boxes placed adjacent to each machine.

Equipment Shapers

27. Be sure ram, tool head, tool, work, table support clamping screws and vise are properly secured in place or position and that tool head and tool clear the work before starting shaper. Place a metal shield or heavy, close mesh wire screen, over the tool to catch the chips.

28. After setting stroke length and position, check to see that adjusting nuts are tight. Remove all wrenches from machine after completing set up. If magnetic chuck is used be sure current is on before starting machine.

29. Stand parallel to direction of stroke of machine when it is operating and never reach across table between strokes of the ram nor remove chips while ram is in motion.

Be sure ram, tool head, tool, work, table support clamping screws and the vise are properly secured.



Planers

30. After work is fastened, check to see that it clears cross rail; see that stop pegs are in proper places and safety dogs are secured in position. See that feed rod and its attachment are properly located and in proper working order.

31. Have planer idle when adjusting length of "bed" stroke and adjust length of stroke and speed of machine to suit work.

32. Do not reach over a moving job and never ride the "bed."

33. Leaving tools of any kind between the ways is extremely hazardous.

34. When loosening tool holders, hold tool with one hand or place a wooden support under it.

Milling Machines

35. Make sure that cutter and arbor are secure and that cutter and arbor support will clear work. Use only cutters that are correctly ground and in good condition.

36. To avoid striking hands on cutter while setting up, move table with work as far away from cutter as possible.

37. When using cutters in a vertical milling machine, do not take an excessively heavy cut or feed. Such a feed or cut could break cutter and injure operator.

38. Do not attempt either to tighten or to take off arbor nut by applying power to machine. Make sure motor is stopped to prevent machine starting up accidentally.

39. Check speeds and feeds, and feed work against direction in which cutter is rotating. Otherwise, cutter may climb work and injure operator. Reduce speeds 50 per cent for cast iron.

40. Keep hands away from work when machine is running. Never reach over a revolving cutter, especially the side of cutter which cuts into work; and use a suitable brush if chips are to be removed from work.

Drill Presses

41. Use drills properly sharpened to cut to the right size and see that drill is running true. Small drills should revolve at high speed—large drills at low speed. Reduce speeds 50 per cent for drilling cast iron. Drills should be carefully selected as to suitability for the job and good condition. Chuck wrenches must be removed from the drill chuck before starting machine.

(Please turn to page 31)

GEORGIANS WORK TOGETHER

by MARY DAN COLEMAN

THIS is a true story of how Georgia's schools and communities work together to provide a safe, suitable playground.

It is the story of how a group of seventh grade children stimulated a whole school and community into action. It tells how children, teachers, and community people experienced the satisfaction of working together. The story also shows some results of teacher guidance, as teachers learned more about the purposes, needs, interests, and abilities of their pupils.

Our school was in a low, flat section. Because the spring rains had been unusually heavy, the school grounds were covered with mud and puddles. The drainage ditches were uncovered and overflowing. Old nail-studded boards, broken bricks, and other debris served as stepping stones. Playground equipment was dangerous because of lack of repair. There was no place suitable or safe for directed outdoor activity and play. In order to provide a play place, we had to do something about the grounds. We were bringing mud into the rooms on our feet so that the building was never clean. The teachers felt that the problem needed prompt attention.

Our seventh grade teacher and her class had been particularly interested in doing something about the school grounds. A part of their work as a civic club had been to develop an awareness of undesirable situations and make some plans for improving them.

As they discussed the problem of improving the grounds, many questions came up for consideration, such as: How shall we begin to improve our grounds? What is it that we need to do? How soon can we begin? What shall we do first? Whom shall we ask for help?

This seventh grade decided to bring the problem before the school council.

A school council made up of two representatives from each grade had been functioning throughout the term. The purpose of the council was to promote group relationships and to develop student leaders. We believed the best way of accomplishing this was to work together on some common problem.

When the seventh grade presented the problem of the grounds to members of the council, the chairman called a special meeting. The council appointed a committee composed of a member from each grade and a teacher to look over the grounds and decide upon things that needed to be done.

The committee made a tour of the grounds and listed the improvements it believed necessary. In a meeting following the tour, the committee discussed what it had found and restated the improvements in terms of specific jobs on which to begin work.

The faculty met and invited representatives from the student council. They discussed the jobs the committee had listed. The group decided that some of the things needing to be done could not be accomplished without outside help. A community planning meeting had been scheduled for the following Tuesday night. Two pupils volunteered to present the problem at this meeting.

In the meantime, the group decided that the school would be working on the things that pupils and teachers could do. Each teacher, and her pupil representative, chose a task for their group. After these choices were recorded, the teachers placed on their bulletin boards copies of the problems listed and assigned, so that each group would know its definite part.

The teachers and pupils of the various rooms continued to discuss possibilities and to plan activities for their groups. As each class saw the whole problem, it was able to agree on what contribution it could make. As a result of teachers and pupils thinking together, various committees were set up for

MRS. COLEMAN is co-ordinator of safety education of the Georgia State Department of Education. This article was submitted to her by an unknown teacher.

certain jobs, and a secretary was named to keep an accurate record of all that was done.

The work of the groups went well. But things that could not be done by the school became more and more evident as each task progressed. These needs came up for discussion within each group, especially among older pupils. Naturally, these children talked things over with their parents. The parents became intensely interested. They planned with their children how they, too, might help.

Many parents came to the next school-community planning meeting. They showed great enthusiasm for things already accomplished. Some offered their services. Others wanted to give needed materials. The leader listed on the board materials and services needed, with the names of persons responsible for each.

We needed some machinery that could not be found in the community. The pupils and a teacher volunteered to carry our problem to the county commissioner. Because of his interest and friendly attitude, he provided the machinery and labor needed for the job.

The work of improving our school grounds

continued throughout the year. Toward the close of school, we looked back to see how many of the things we started out to do had been finished and looked ahead to see how we could proceed toward completing others.

We realized that, in addition to improving the school ground, the greatest benefits were our planning and working together. Although these were intangibles difficult to measure, they were no less evident in pupil relationships, teacher participation, community interest, and general school atmosphere.

Perhaps the most important thing we learned was that when pupils, teachers, and parents work together on common problems, something *can be done* about situations which otherwise seem impossible. We now believe that this sort of co-operative school and community planning not only helps pupils solve problems here and now, but prepares them for tomorrow's job of participating in larger group planning in their state, their nation, and their world.

Editor's Note: Would the teacher who submitted the above story to the Georgia State Department of Education please write us and identify herself?

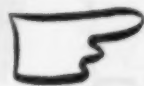
The student council of the school called a special meeting to discuss the question of improving school grounds.



GO FLY A KITE!



**BUT DO IT
SAFELY**



HOW TO GET YOUR COPIES

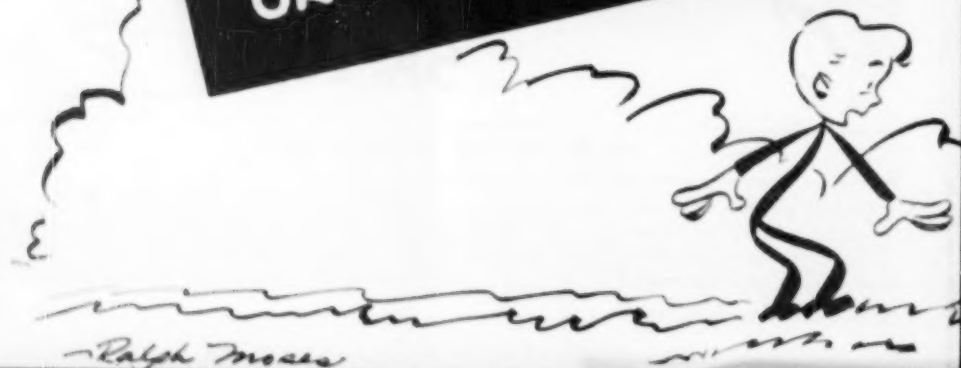
Go Fly a Kite! is an attractive, two-color, four-page leaflet which illustrates a few simple do's and don'ts of kite flying that any child should know and understand.

Write or call your local public utility company for free copies and mention that *Go Fly a Kite!* is a National Safety Council publication.

**FLY YOUR KITE IN A LEVEL OPEN
DITCHES- STONES OR TREES
WATCH OUT !**



**STAY AWAY FROM
ELECTRIC WIRES AND
USE A DRY STRING ON YOUR
KITE - ELECTRICITY WILL GO
THROUGH A WIRE-A WET STRING
OR ONE WITH METAL IN IT !**



PACE AWAY FROM

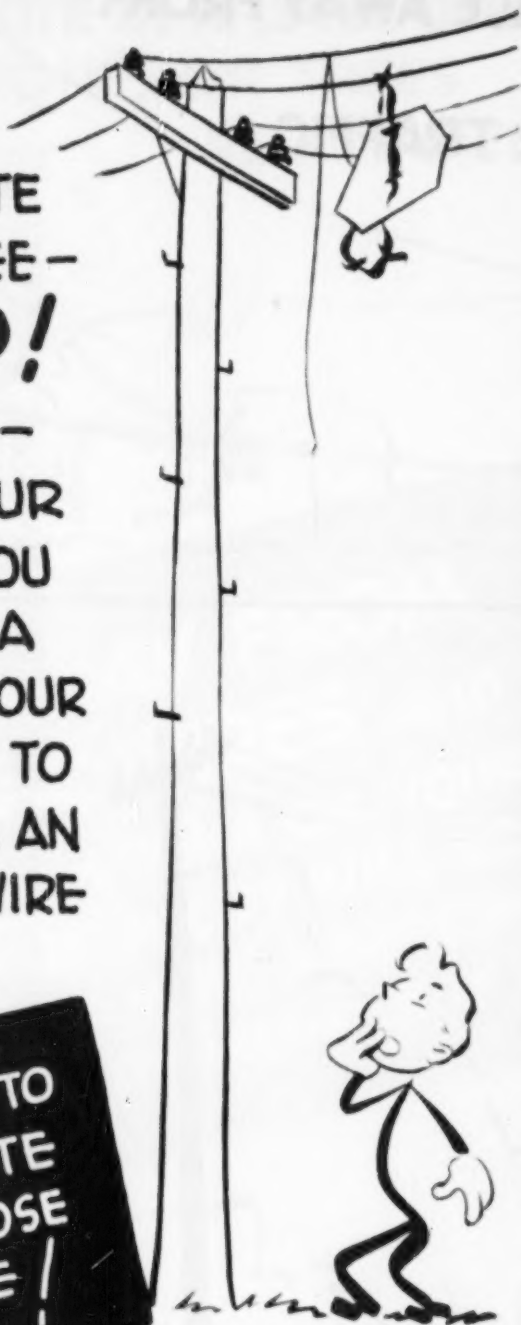
OR TRAFFIC



IF YOUR KITE
BREAKS FREE—
LET IT GO!

REMEMBER—
YOU RISK YOUR
LIFE WHEN YOU
CLIMB INTO A
TREE AFTER YOUR
KITE—OR TRY TO
GET IT FROM AN
OVERHEAD WIRE

IT'S BETTER TO
LOSE A KITE
THAN TO LOSE
YOUR LIFE!



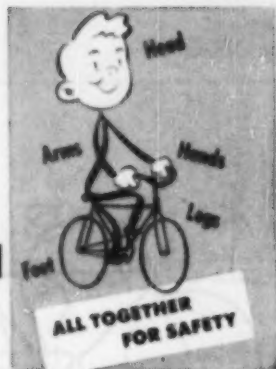
**Lower
Elementary**

Safety Lesson Unit

April, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

All Together for Safety BICYCLE SAFETY



Sketch S9056A

Bicycle Test

Copy and—

Circle the correct picture. More than one picture may be correct.

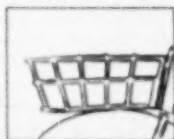
1. Handle bars
should be used for
Why?



2. Children
may be killed if they
Why?



3. A well-equipped bicycle should have



Why?

Let's Talk About the Sketch

1. How do your eyes help you ride a bicycle safely? Your hands? Your feet? Your head?
2. What things about caring for your bicycle are the same for a three-wheeler and a two-wheeler?

Learn About Signals

The standard bicycle signals are the same as standard automobile signals. Ask your father about car signals and notice how he gives them. Pretend you are on a bicycle. Practice the bicycle signals as you turn around the classroom.

Prepared under the direction of Forrest E. Long, professor of education, New York University, New York, N. Y., and Helen Halice Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Bicycle Picture Test

Copy and—
Circle correct answer.



1. Is this boy's bicycle the right size for him? **YES NO** Is it safe to ride a bicycle that is the wrong size for you? **YES NO**



2. Is this girl riding with both hands on the handle bars? **YES NO** Is it safe to ride as she is riding? **YES NO**



3. Is this boy walking his bicycle across the street? **YES NO** Is this a good way to cross the street in traffic? **YES NO**



4. Is this girl keeping to the right? **YES NO** Should she weave in and out around cars? **YES NO**

Answers to "Bicycle Test"—1. Hands, because a cyclist has carry passengers or to be a passenger on a bicycle because the balance is upset and both cyclist and passenger are likely to be hurt in a fall. 2. Both may result in death. A cyclist hitting a pole may be hurt if the shock turns or stops and dandy or breaks up or if another car hits the cyclist when he leans his right on the track. A motorist may not be able to stop in time if a cyclist crosses out in front of his car. 3. All checked for defects by a competent person. 4. Yes, No. (bicycle) bad weather, etc.) 2. Keep it steady! back it properly, have it and to know when to ride your bicycle (keeping it home in feet properly placed on pedals on a correctly used bicycle) keep to keep balance head helps you when riding (keeping) under control, and help you know what you plan to do. no danger, hands, on handle bars help you keep balance. Answers to "Let's Talk About the Bicycle"—1. Eyes in road reflector on motorcycle may see the cyclist at night.

order to keep both hands on the handle bars; light and are needed except the umbrella. Pull the wheels; carry in step in time if a cyclist crosses out in front of his car. 3. All carry his right on the track. A motorist may not be able to stop in time if a cyclist crosses out in front of his car. 4. All checked for defects by a competent person. 4. Yes, No. (bicycle) bad weather, etc.) 2. Keep it steady! back it properly, have it and to know when to ride your bicycle (keeping it home in feet properly placed on pedals on a correctly used bicycle) keep to keep balance head helps you when riding (keeping) under control, and help you know what you plan to do. no danger, hands, on handle bars help you keep balance. Answers to "Let's Talk About the Bicycle"—1. Eyes in road reflector on motorcycle may see the cyclist at night.

Every Bicyclist Is Like a Motorist*

When riding your bike in a roadway, think of yourself as a driver. A cyclist and a motorist have much in common in that both are responsible for safe operation in traffic. Although a car has more weight, speed and power than a bike, both the driver and the cyclist should obey traffic regulations. In some cities bicycles must be licensed like automobiles.

Watch a skillful motorist operate his car. Notice that he is alert to all traffic conditions. He doesn't play around in traffic because he realizes the serious consequences of an accident.

Here are some of the rules that apply not only to motorists but to cyclists. Study them and you will not only be learning to be a skillful cyclist but also you will have the basic training to be a skillful motorist.

Drive to the Right

Both automobiles and bicycles should be driven on the right side of the street. Cyclists can be road hogs in the same way that discourteous motorists sometimes are. Just as skillful motorists do not straddle the center line and do not weave back and forth in traffic, neither do skillful cyclists ride in the middle of the street nor weave in and out of traffic. Although cyclists may enjoy riding two or three abreast, they must realize that they are being unfair to the motorist who has to swerve into the wrong lane to avoid hitting them. Also they are being unfair to themselves for they are placing themselves in a position for sudden death or injury.

Give Hand Signals



Courteous motorists who are interested in their own safety and the safety of others use hand signals when they are about to turn, stop or slow down. Courteous cyclists interested in avoiding a trip to the hospital do the same.

Signals are given with the left arm. For a left turn, extend left arm straight outward. For a right turn, extend left arm outward and upward. To indicate that you are slowing down, extend left arm outward and downward. And remember, re-

turn hand to handle bars immediately after signaling, before turning.

Make Proper Turns



Many automobile and bicycle accidents are caused by improper turns. The difficulty is that both cyclists and motorists sometimes dart suddenly across the lane from which they wish to turn. It is important to move *gradually* into the turning lane and to be sure that the driver behind you understands what you are planning to do. If a cyclist must make a left turn at a busy intersection in heavy traffic, it is recommended that he walk his bike across.

Obey Stop Signals



In many communities, cyclists as well as motorists are required by law to observe all traffic signs and signals. The responsible motorist always waits for the green light, never goes through on the yellow change light, and comes to a full stop at stop signs. Sometimes irresponsible cyclists go across, regardless of the light, if they don't see any traffic. Not only is such a bad habit illegal, but also it is bad driving technique. Why, if it isn't safe for cars to go across against the light, is it safe for bicycles? The answer is, of course, that it isn't safe for bicycles, either.

Although there usually isn't a stop sign where an alley or private driveway enters the street, skilled motorists coming out of driveways always stop to check whether there is a car coming. Cyclists should do the same. Some cyclists are killed or injured because they don't practice the good driving habit of stopping before entering the street from an alley or driveway.

*Adapted from the pamphlet "Today's Bicyclist - Tomorrow's Motorist," from the Safety Division, Wisconsin Motor Vehicle Department, Madison, Wisc.

Tomorrow's Motorist," from the Safety Division, Wis-

Junior High Safety Lesson Unit

April, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 17, ILL.

For use in English, social studies, guidance and homeroom

The Life You Save May Be Your Own

PEDESTRIAN SAFETY

Unless the traffic death and injury curve can be brought down, one out of every two persons living today will be either injured or killed outright in a traffic accident during his or her lifetime.

It is important for all of us as pedestrians to know the facts about pedestrian accidents.

THE FACTS are . . . in 1949 . . .

- Pedestrian accidents took 8,900 lives.
- Pedestrian accidents injured 190,000 persons.
- Six out of ten persons killed in urban traffic accidents were pedestrians.
- In traffic accidents an injured pedestrian is twice as likely to die as is an injured nonpedestrian.

How Pedestrian Accidents Happen . . .

1. When pedestrians cross streets *between intersections*—38 per cent of all pedestrian fatalities.
2. When pedestrians cross streets *at intersections*—26 per cent of all pedestrian accidents.
3. When pedestrians cross streets *after dark*—66 per cent of the pedestrian deaths are between sunset and sunrise, although only 47 per cent of the year is in that time.
4. To pedestrians who have been drinking—23 per cent of all adult pedestrian fatalities.

It's Your Life! but *why* walk into traffic accidents?

The old and the young are too often the victims . . .

- Pedestrians 65 years of age and older have the highest rate of any age group.
- The 5-to-14-year olds have the highest combined death and injury rate as pedestrians, the third highest death rate.
- Of the pedestrian accident victims 5-to-14 years old, 78 per cent were crossing between intersections, coming from behind parked cars, or playing in the roadway.

BE CAREFUL—
The Life You Save
May Be Your Own



Sketch S9057A

Pedestrian Facts Test

Copy and—

Mark *true* or *false*.

1. Pedestrian deaths in 1949 were more than 8,000.
2. In traffic accidents, injured motorists or automobile passengers are less likely to die than injured pedestrians.
3. Statistics show that it is more dangerous to cross streets at intersections than to cross between intersections.
4. After dark the chances of walking into a traffic accident are much greater than during the day.
5. Pedestrians who have been drinking seem to have a high accident rate.
6. An average of more than 600 pedestrians per day are injured in traffic accidents in the United States.
7. The most dangerous time for pedestrians seems to be from sunset to sunrise.
8. Elderly pedestrians are seldom injured in traffic accidents because they move slowly.
9. Children from 5 to 14 have a low death and injury rate as pedestrians.
10. One of the most important causes of accidents to 5-to-14-year olds is playing in the street or roadway.

Answers to "Pedestrian Facts Test"—1. T, 2. T, 3. T, 4. T, 5. T, 6. F, 7. T, 8. F, 9. T, 10. T.

pedestrian might be hit by an automobile.
17. Warning across the street—might cause a fall, and
too to strike. 14. Crossing on yellow warning light
15. Intersecting with view. 12. Intersection to strike. 13. Between
the street. 10. Crossing the street diagonally. 11. Limiting
driver. 8. Not looking in both directions. 9. Playing in a
ing in the street instead of on the curb. 7. Running in a
highway at night in dark clothes without a light. 6. Head
4. Walking on the highway with traffic. 5. Walking on the
traffic but. 3. Crossing in the middle of the block.
between parked cars. 2. Crossing in front of a stopped
answers to "Pedestrian Facts Test"—1. T, 2. T, 3. T, 4. T,
5. T, 6. F, 7. T, 8. F, 9. T, 10. T.

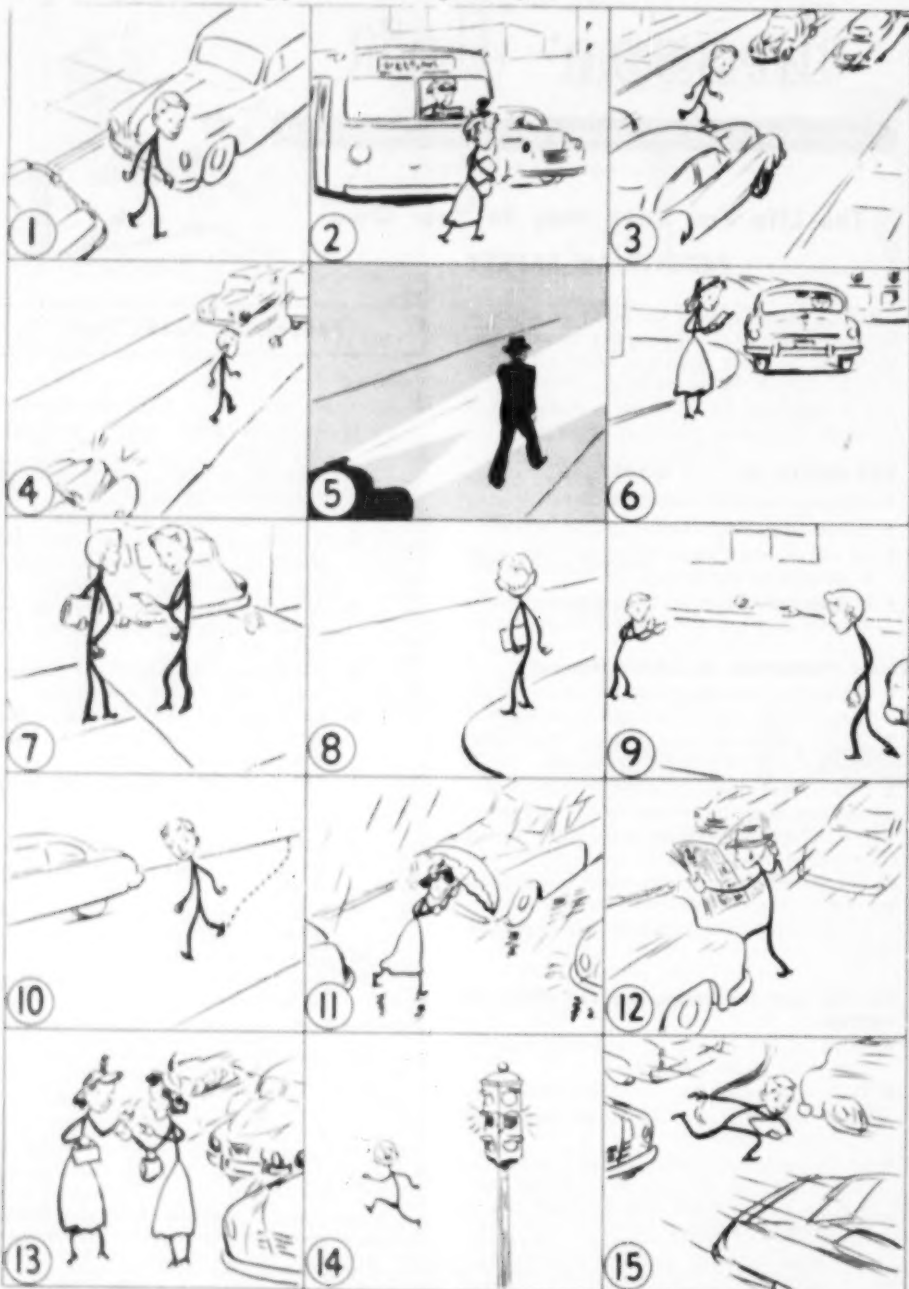
Prepared under the direction of Forrest E. Long, chairman, department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 6 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Pedestrian Picture Test

Three out of ten pedestrians killed by motor vehicles contributed to their own deaths!

Copy and—

Tell what each of the following pedestrians is doing that may cause his death.



Senior High Safety Lesson Unit

April, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance, homeroom and civics education

The Life You Save May Be Your Own **PEDESTRIAN SAFETY**



Sketch S9057A

The Facts About Pedestrian Safety

A writer of a popular article on pedestrian safety made the following observation about the pedestrian:

"He risks his life and limb almost every time he steps off the curb or strolls along a country highway. He literally would be safer on a lion-infested African veld or in a men-eating tiger territory than he is crossing a downtown street at dusk. Steel-jacketed monsters which outweigh him from 10 to 1 to 100 to 1 come roaring at him from several directions. The pedestrian is much like a hunted animal. Armored only by thin layers of clothing and his own tender hide, he is being killed at the rate of about 25 a day."^{*}

This statement about the pedestrian seems to be corroborated by the following facts about pedestrian accidents.

Every year they die walking—nearly 9,000 of them. . . .

- *Preschool children:* about 850 killed annually on city streets or country roads before their fifth birthday.
- *School-age children:* about 1,100 children between 5 and 14 are killed every year.
- *Intermediates:* More than 3,500 adults ranging in age from 15 to 64 die on our streets each year.
- *Old-timers:* 3,200 pedestrians over the age of 65 are victims every year of their own and motorists' carelessness.

^{*}David G. Wittels, "They Ask to Be Killed," *The Saturday Evening Post*, Jan. 1, 1949.

Prepared under the direction of Forrest E. Long, chairman, department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.



During those hours of the day that are light in summer and dark in winter—hours of peak traffic—pedestrian deaths increase 40 per cent above the monthly average.

The sharp increase in pedestrian deaths begins in October and reaches its peak in December.

Pedestrian deaths in cities and towns average nearly twice the number of rural pedestrian deaths.

In traffic accidents, an injured pedestrian is twice as likely to die as an injured nonpedestrian.

What can be done about the traffic toll? How can modern engineering help? One pedestrian lifesaver is the safety island.

But the greatest decrease in the pedestrian traffic toll can come when the pedestrian improves his own actions.

One method of improving pedestrian action is by law. It is interesting to note that in cities where pedestrians have been arrested for breaking laws the pedestrian death rate has dropped.

Some cities have instituted campaigns and passed ordinances requiring greater pedestrian caution and protecting the rights of the pedestrian.

Other means of protecting the pedestrian are by educating motorists and cyclists to be on the alert for careless pedestrians and by safeguarding pedestrians' rights by arresting drivers and cyclists who break the law.

Of course, the most obvious method of improving pedestrian action is the inculcation of the desire for improvement in the pedestrian himself. Safety education through radio and other media is pointing out to the pedestrian that the life he saves may be his own.



Is Joe Pedestrian Right or Wrong? You Be the Judge!

Copy and—
Select correct answer.

<p>1.</p> <p>I'M CROSSING AT THE CORNER. IT MAY TAKE A MINUTE LONGER BUT I'LL GET THERE IN ONE PIECE.</p> <p>ME TOO</p> <p>A OR</p>	<p>2.</p> <p>NOTHING TO WORRY ABOUT—JUST DASH OUT FROM BETWEEN THESE CARS AND WE'LL MAKE IT.</p> <p>YES, TO HEAVEN</p> <p>A OR</p>	<p>3.</p> <p>AS SOON AS WE GET ACROSS, I HAVE SOMETHING TO TELL YOU.</p> <p>YES, I'D LIKE TO LIVE TO HEAR IT.</p> <p>A OR</p>
<p>4.</p> <p>LOOK AT THAT DRIVER'S FACE! HE WAS AFRAID I COULDN'T GET OUT OF THE WAY.</p> <p>ME TOO</p> <p>B</p>	<p>5.</p> <p>WE'LL GET HIT THAT WAY SURE.</p> <p>I AGREE!</p> <p>B</p>	<p>6.</p> <p>THIS WILL KILL YOU.</p> <p>YES, IT WILL IF WE TALK HERE.</p> <p>B</p>
<p>7.</p> <p>I LIKE TO WALK ON THIS SIDE. CARS MAY STOP.</p> <p>YES, ON OUR SIDES</p> <p>A OR</p>	<p>8.</p> <p>WHY SHOULD I BACK UP FOR A CAR? I'VE GOT A RIGHT TO STAND IN THE STREET.</p> <p>YOU HAVE A RIGHT TO KILL YOURSELF, TOO</p> <p>A OR</p>	<p>9.</p> <p>IT'S EASY TO GET HIT BY A CAR ON THE OTHER SIDE. I ALWAYS WAIT UNTIL THE BUS HAS GONE ON.</p> <p>ME, TOO</p> <p>A OR</p>
<p>10.</p> <p>I LIKE TO WALK ON THIS SIDE WHERE I'M NOT SO LIKELY TO BE HIT.</p> <p>ME TOO</p> <p>B</p>	<p>11.</p> <p>THESE CARS CUT CLOSE. I LIKE TO STAND ON THE CURB.</p> <p>ME, TOO</p> <p>B</p>	<p>12.</p> <p>I LIKE TO GET ACROSS THE STREET PROMPTLY.</p> <p>I LIKE TO GET ACROSS THE STREET</p> <p>B</p>

Projects

1. Take an automobile ride as a passenger with the express purpose of noting dangerous pedestrian actions. Report your findings to the class. Publicize the five most frequent dangerous pedestrian actions. The local newspaper may give publicity to findings.
2. Talk with the police chief about co-operating with the police in a pedestrian safety campaign. One plan might be to distribute congratulation cards at corners within the business area or at

certain specified danger points. These cards would be given to pedestrians adhering to safe walking rules. Another plan might be to build a life-size dummy to be placed on a street corner notorious for pedestrian safety violations. It would contain a concealed public address system and be operated by a person hidden from public view. Attention would be called to jaywalking, crossing against the lights and other unsafe acts, using the dummy as a mouthpiece.

Answers to "Is Joe Pedestrian Right or Wrong?"—1. A 2. B 3. A 4. B 5. B 6. B 7. A 8. B 9. A 10. B 11. B 12. B

Data Sheet

(Continued from page 16)

42. Never attempt to hold work under drill by hand; clamp it securely to table before starting machine.

43. Run drill only at proper speed; forcing or feeding too fast may result in broken or splintered drills and serious injuries. Change belt for speed regulation only when power is off and machine has come to a complete stop.

44. If work should slip from clamp, never attempt to stop it with hands. Stop machine and make any adjustment or repair. If drill sticks in work, shut off motor and start drill by hand.

45. File or scrape all burrs from drilled holes.

46. Do not reach around or in back of revolving drill.

47. Keep your head back and well away from any moving part of the press.

Metal Lathes

48. Before turning on power, check to see that tailstock, tool holder and job are properly clamped. If magnetic chuck is used, be sure current is on before starting machine.

49. Use hand power only, when putting on or removing chuck or faceplate. Do not use the power that operates the lathe. When assembling or removing chuck, place board on ways to prevent damage to machine, and possibly to operator, in case chuck falls. Have firm grip on chuck as it nears end of thread.

50. Do not leave chuck wrench, or any other tool, in the chuck. If machine is turned on, wrench may fly out and injure operator or some other person.

51. Do not use a wrench on revolving work or parts, and never try to measure work or feel the edge, or adjust a cutting tool when lathe is running.

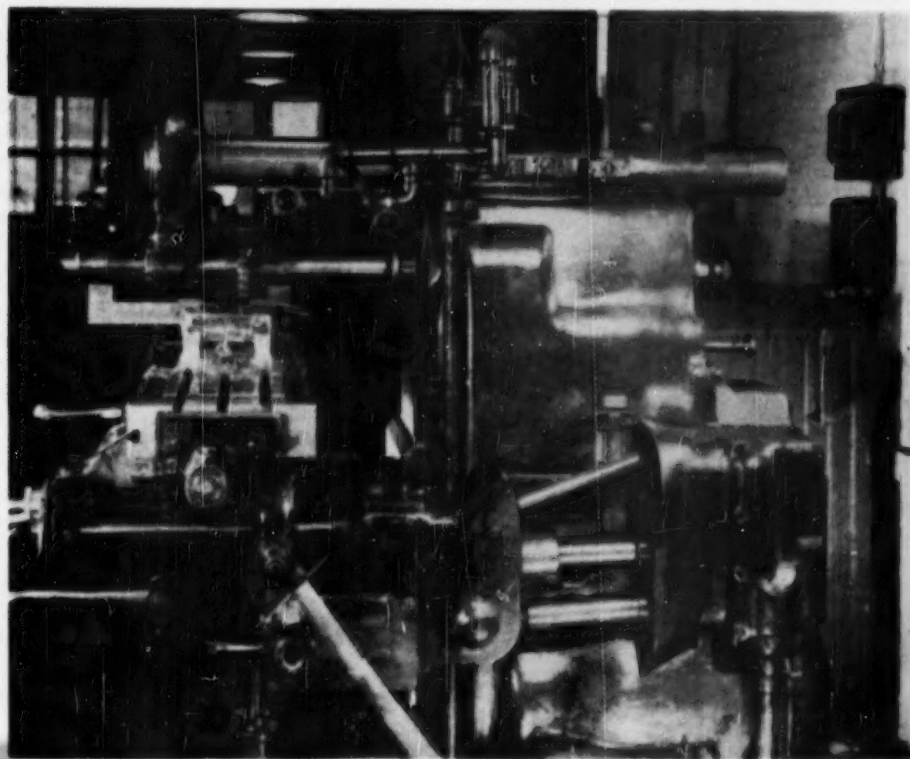
52. Do not take very heavy cut. Doing so may cause job to fly out of machine.

53. When filing, be sure tang of file is protected by a sturdy wooden handle, in good condition. Stand to one side so that if file is forced upward it will go past the body rather than against it.

54. Do not shift or change gears while lathe is running.

55. Stand erect—this keeps head away from flying chips.

Make sure that cutter and arbor are secure and that cutter and arbor support will clear work. Do not take excessively heavy cut or feed.



Metal Saws

56. When turning on power, stand to one side of saw frame, then adjust speed to suit work.

57. When saw is operating, do not bend over it.

58. Mount work *only* when saw is stopped.

59. Support protruding end of long work so material cut off will not fall and possibly cause injury, and be sure that others cannot run into protruding end.

60. When using the sliding stock guide, do not allow fingers to project beyond the end so that they could come in contact with the saw.

61. Be sure that blades for both circular and band saws are in good condition. An indication that the blade is cracked is a sharp, regular clicking noise as the work is fed. Change blade at once if this condition arises.

62. Test circular saws by "ringing," and band saws by passing blade through the fingers. Give both types careful visual inspection. If blade *does* break in work, shut off power and do not attempt to disengage blade from work until machine has come to complete stop. To prevent hand injuries, use a supporting block when cutting short pieces.

Use drills properly sharpened to cut to the right size and make sure that the drill is running true.



Grinders

Pedestal Type

63. Stand to one side out of line of wheel when starting it up, especially if wheel is new.

64. Let wheel warm up before using it heavily; work should be fed gradually. Using too much pressure or striking wheel suddenly may cause it to break.

65. Make sure tool rest is *only* $\frac{1}{8}$ of an inch from wheel. Check clearance before using. Too much clearance may cause job to jam wheel and break it. Do not set tool rest while machine is in motion.

66. Use face of wheel only, unless it is designed for grinding on the side. Otherwise, side pressure may break wheel. Whenever possible use entire face of wheel to avoid grooving it.

67. Never use a grinding wheel that is loose on the shaft or if its rate of speed is not safe for the number of r.p.m.'s of the spindle. Check with the instructor for this information.

68. Stop wheel if it chatters or vibrates excessively. This may be a danger signal that wheel is not properly balanced or not attached securely to spindle.

69. When replacing or mounting a grinding wheel, be sure that it is in good condition. Give wheel "ring" test. (Suspend free and clear and tap gently with light, non-metallic implement. If wheel is sound, it will give clear, metallic tone when tapped.) And make sure wheel *fits* on spindle of grinder.

70. Hold job against wheel firmly so that it will not slip out of the hand and cause hands or fingers to come in contact with wheel. Use clamp or other suitable holding device for extremely short pieces. Do not wear gloves or use a rag to hold work; either of them could get caught in wheel and injure fingers or hands. Always use face shield or goggles even if grinder is provided with protective glass shields.

Surface Type

71. Be sure magnetic chuck is thoroughly clean; test holding power of chuck before starting machine.

72. Stand to one side of wheel before starting up.

73. Check to see that wheel properly clears work.

Sources

74. INDUSTRIAL DATA SHEETS. Chicago, Ill.: National Safety Council.

Engine Lathes. 2 pp.

Metal Planers. 2 pp.

Metal Saws. 2 pp.

Metal Shapers. 2 pp.

Metal-Working Drill Presses. 2 pp.

Metal-Working Milling Machines. 2 pp.

75. INDUSTRIAL SAFETY GUIDE. 48 pp. Illustrated. Chicago, Ill.: National Safety Council.

76. THE MACHINE TOOL PRIMER. 324 pp. Illustrated. Newark, N. J.: Herbert D. Hall Foundation. 1948.

77. OHIO SCHOOL STANDARDS—A GUIDE FOR INDUSTRIAL ART SHOP PLANNING. 41 pp. Columbus, Ohio: Department of Education, State of Ohio. 1949.

78. SAFETY EDUCATION DATA SHEET NO. 41—HOME WORKSHOPS. 6 pp. Illustrated. Chicago, Ill.: National Safety Council.

79. SAFETY EDUCATION DATA SHEET NO. 46—SAFETY IN THE WOODSHOP. 8 pp. Illus. Chicago, Ill.: National Safety Council.

80. SAFETY EDUCATION DATA SHEET NO. 50—SAFETY IN THE GENERAL METALS SHOP. 8 pp. Illustrated. Chicago, Ill.: National Safety Council. 1950.

81. SAFETY EDUCATION IN THE SCHOOL SHOP. 68 pp. Illustrated. Chicago, Ill.: National Safety Council. 1948.

82. SAFETY INSTRUCTION CARDS. Chicago, Ill.: National Safety Council.

Drill Press Operators—No. 87

Machine Operators—No. 306

Machine Shops—No. 299

Metal Lathe Operation—No. 89

Metal Planer Operators—No. 298

Milling Machine Operators—No. 297

83. SCHOOL SHOP SAFETY MANUAL. 240 pp. New York, N. Y.: Board of Education of the City of New York. 1948.

84. SHOP SAFETY. 32 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949.

85. SHOP SAFETY EDUCATION. The State Education Department. 319 pp. Illustrated. Albany, N. Y.: Distributed by Delmar Publishers, Inc. 1949.

Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (3) Firearms
- (4) Toys and Play Equipment

- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-Driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Fires
- (41) Home Workshops
- (42) Horseback Riding
- (43) Hiking and Climbing
- (44) Hook and Line Fishing
- (45) Summer Jobs—Farm
- (46) Safety in the Woodshop
- (47) School Fires
- (48) Unauthorized Play Spaces
- (49) Bathroom Hazards
- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions
- (52) Highway Driving: rules, precautions

Data Sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

Stand erect to keep head well away from dangerous metal curls or flying chips. Wear safety goggles.





SAFETY RALLY

New York, N. Y.—D. E. Mumford, superintendent of safety, New York Central system, and originator of the idea which resulted in "The Highway Five" booklet now published by the National Safety Council, writes of a family night safety rally. The rally was held at Springfield (Mass.) and was attended by more than 600 persons.

Mr. Mumford said: "We lined up the boys and girls and in the nature of an old-fashioned spelling bee asked them to identify the various signs and tell something of the purpose for which they were used. After they got too good we put the signs away and asked them questions about what shape of sign would be encountered—if they had certain

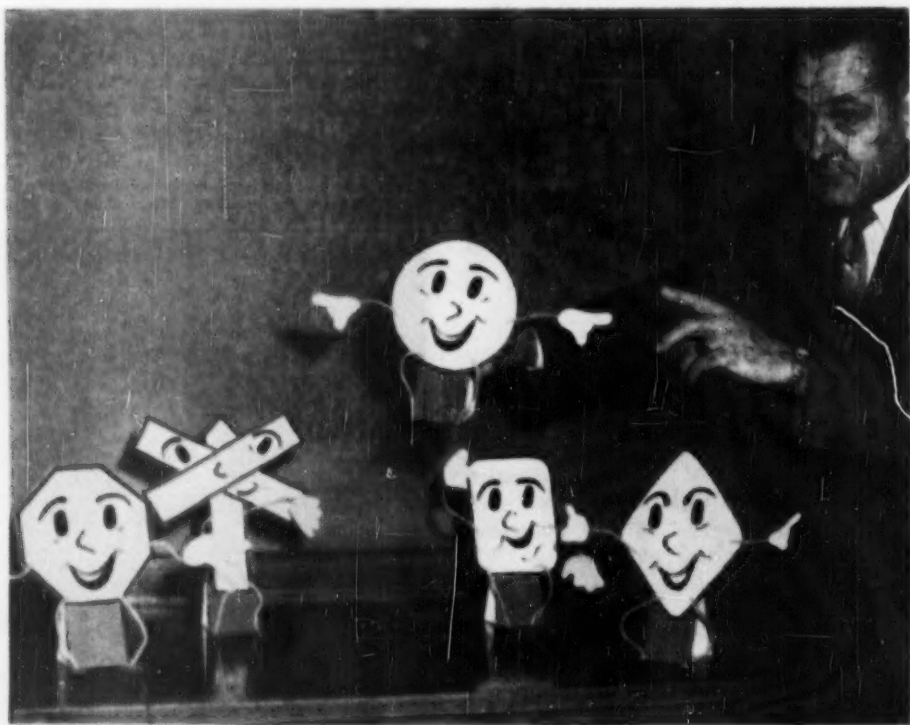
designations—such as 'soft shoulder,' 'dip,' '25 miles to Springfield,' 'curve,' etc. It made a most interesting experiment and we intend to develop it further for use in such programs."

EDITOR'S NOTE: The sturdy, well-constructed figures shown in the photograph were made by Mrs. E. F. Newell. Highway Five sets are available from the *Newell Party-craft Shop*, 136 N. Washington st., Galion, Ohio.

SKOLIERPATROLLIES GEREGISTREER

Pretoria, South Africa.—With the approval of the Education Subcommittee, on which all education departments in South Africa are represented, the National Road Safety Organization of South Africa has recently fostered a plan for "scholar patrols." These patrols seem to be quite similar in function and intent to U. S. school patrols—with an important addition:

"This organization has provided for indemnity against any legal liability, and as



D. E. Mumford, superintendent of safety, New York Central system, holds up—for identification by a family safety rally audience—one of "The Highway Five."

soon as a patrol has been registered all the members of the patrols, as well as the children who use the marked crossings under their supervision, are covered."

Road Safety Newsletter, the official publication of the national organization, reports that as a beginning there are 48 scholar patrols registered (skolierpatrollies geregistreer).

SAFETY COUNCIL FILM

Baton Rouge, La.—C. E. Hodson sends a newspaper clipping from the *Kosciusko (Miss.) Star Herald* which tells that the Mississippi Safety Council has recently completed making a traffic safety film.

The film shows "the many violations that are committed on our highways by speeders and drinking drivers," says A. S. Windham, administrative assistant, Mississippi highway patrol, and executive director of the Mississippi Safety Council.

Mr. Windham adds that 20 prints of the film are on hand and the Council hopes to show the picture in every theatre in Mississippi. The film is also available in 16 mm. for school and club use.

FLAG CONTEST

Fort Worth, Tex.—Safety flags fly over individual Fort Worth public schools each time the school earns a grade of 92 or better on its accident prevention report for any 6-week period.

This "Green Cross for Safety" flag program is fostered by the Fort Worth Safety Council and is designed to motivate the schools to become active participants in the prevention of accidents.

Six activities are reported in inspection forms furnished by the Council. They cover fire, lunchroom, playgrounds, building, bicycle and traffic.

SCHOOL SAFETY: CHICAGO

Chicago, Ill.—Safety education in the Chicago public schools is on its own. The program is now a separate, distinct unit, is called the Interdepartmental Safety Council and is under the Department of Special Administrative and School Services. The council includes

Safety Education for April, 1951



BRING SAFETY LESSONS TO LIFE with the NEW TRAFFIC LIGHT INSTRUCTOR

NOW YOU CAN simulate true traffic situations right in the classroom! The new Traffic Light Instructor is a real traffic signal just 4 feet high. Lights in stop-and-go cycles that duplicate actual city regulations. Ideal for elementary grades, high school and professional driver training schools. All-steel constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. Comes complete and fully assembled. Model 9 has standard red-amber-green lighting cycle. Model 12 for special local requirements, priced slightly higher. Place your order NOW!

Model 9, 12 lbs.



Ready-to-use
MODEL 9 F.O.S.
CLEVELAND, OHIO

\$2475

NEW TEACHING MANUAL. One way true to qualified personnel. A practical 15 page guidebook on teaching safety. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORPORATION

214 Schofield Bldg. Cleveland 11, Ohio

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white stock design JUNIOR SAFETY PATROL.



No. 44 Green on white

SAFETY COUNCIL PATROL UNIVERSAL SAFETY

with title Patrolman or Captain
Per Dozen \$5.00 Lots of 50 28c each
Lots of 25 30c each Lots of 100 28c each

PATROL BOY RAINCOATS AND HELMET SETS

Dull finish black rubber, sizes 6 to 16. Safety Patrol Caps made to order. Blue, Black and Red.

Write for our Safety Patrol Circular
OUR RECORD 51 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard corner La Salle, Chicago 10, Ill.

the heads of all the various departments in the school system.

James J. Griffin, present co-ordinator of safety, retains that title under the new setup. His duties are co-ordinating council functions and organizing new safety activities in the various departments, as well as implementing safety activities already in progress.

FLASH—STOP



A flashing red or amber light at driver eye level attracts attention well ahead of school crossing.

Gardland, Mo.—There is now available a portable stop sign for school crossings that is visible for a mile as it flashes a red or amber light at driver eye level.

The sign is powered by a standard size automobile battery and said to operate for less than a cent per day.

SUMMER PLAYGROUNDS

Both Erie (Pa.) and Lansing (Mich.) are mindful of the safety of their boys and girls during the summer vacation. The cities' public schools are giving each of their pupils a "summer playground safety card" just before school closes in June.

The cards advise the children to play in safe places and list the location, opening time and program of scheduled activities for the various park and school playgrounds and swimming pools throughout the area.

SILVER (City) LINING

Silver City, N. M.—The 1950 report of the annual Bus Drivers institute, held at New Mexico Western college, shows that school bus drivers have a genuine interest in their work and want to learn all they can about safe driving.

According to the report, published by New Mexico Western college, bus drivers enrolled in the institute from practically every part of the state. The drivers were especially enthusiastic about the courses in child psychology, public relations, and the thorough training course in auto mechanics and bus maintenance.

Marian Telford, senior field representative for the School and College division of the National Safety Council, attended the institute as a visiting specialist.

HARDHEADED PATROL

Nashville, Tenn. — Wooden "patrolmen" that appear so lifelike some drivers mistake them for real traffic policemen are now being used on busy highways near county schools by the Davidson County Patrol.

These "human" signs have been approved by the county board of education and have proved an effective supplement to regular patrol activities.

COMING EVENTS

Mar. 26-27 San Antonio, Tex. Texas Safety Association, Inc., Annual Conference (Gunter hotel). J. O. Musick, general manager, 815 Brown Bldg., Austin, Tex.

Apr. 3-6, New York, N. Y. Twenty-first Annual Greater New York Safety Convention and Exposition (Hotels Statler and Governor Clinton). Contact Paul F. Stricker, executive vice president, Greater New York Safety Council, Inc., 60 E. 42nd Street, New York 17, N. Y.

Apr. 10-12, Columbus, Ohio. Twenty-first All-Ohio Safety Congress and Exhibit (Neil house). James H. Fluker, superintendent, Division of Safety and Hygiene, Industrial Commission of Ohio, Columbus 15, Ohio.

Apr. 18-20, Tulsa, Okla. Annual Oklahoma, Statewide Safety Conference (Mayo hotel). Contact Glenn V. Carmichael, manager, Oklahoma State Safety Council, 1600 N. W. 23rd Street, Oklahoma City, Okla.

Apr. 19-20, Louisville, Ky. Annual Kentucky Statewide Safety Conference (Kentucky hotel). Contact Estel Hack, managing director, the Louisville Safety Council, 214 Speed Bldg., Louisville, Ky.

Apr. 19-21, Kansas City, Mo. Central States Safety Congress. George M. Burns, director,



CORPORAL "DIGBY" ATTENTION!

The Original Safety Sentinel..

Always on guard, it is an ideal traffic standard. Used by schools and communities from coast to coast, it protects school approaches and busy nearby intersections. Made of heavy steel with highest grade baked enamel in red and yellow, it stands five feet high. The twenty pound cast iron base is detachable. Write for our special folder.



METAL PATROL BADGES

Lend official importance to safety patrols. Officer's badge is in gold finish. Member's in Nickel. Furnished complete with pin clasp.



RUBBER RAINCOATS

All rubber in yellow, black or white. Absolutely waterproof, vulcanized, they are suitable for winter and summer use. School city or sponsor's name on back.



SAM BROWNE BELTS

White or yellow plastic or in white web, they are completely adjustable. All hardware is of rustproof metal.

We can also supply overseas caps, patrol caps, felt umbrellas, patrol buttons, armbands, caution flags, rainwear, winterwear, rubber boots and four buckle overshoes.



GABARDINE CAPS

Snappy eight point style in Navy Blue. Other colors on special order.

GRAUBARD'S

Authorized Largest Safety Patrol Outfitter

200 Madison St. Newark, N. J.

Kansas City Safety Council, 419 Dwight Bldg., Kansas City 9, Mo.

April 20-21, Hershey, Pa. Annual Spring Conference of the Pennsylvania Association of Highway Safety Educators. Contact Frank R. Cashman, chairman, Program Committee, Carlisle High School, Carlisle, Pa.

Apr. 23-24, Toronto, Ont. Industrial Accident Prevention Associations, Annual Convention. (Royal York hotel.) R. G. D. Anderson, general manager, IAPA, 600 Bay St., Toronto 2, Ont., Can.

April 24-25, Fort Wayne, Ind. Eighth Annual Northeastern Indiana Safety Conference and Exhibit (Chamber of Commerce building). Contact Irving L. Denton, manager, Chamber of Commerce Safety Council, 826 Ewing St., Fort Wayne 2, Ind.

Apr. 24-26, Pittsburgh, Pa. Twenty-sixth Annual Western Pennsylvania Safety Conference and Exhibit (Hotel William Penn). Contact Harry H. Brainerd, executive manager, Western Pennsylvania Safety Council, Inc., 605 Park Bldg., Pittsburgh 22, Pa.

Apr. 26, New Haven, Conn. Connecticut Safety Society, Annual Conference. Donald Ackley, care of G. and O. Manufacturing Co., New Haven, Conn. P.O. Box 1860.

May 9, Bethlehem, Pa. Twenty-fourth Annual Eastern Safety Conference. Contact Harry C. Woods, executive secretary, Lehigh Valley Safety Council, 602 East Third St., Bethlehem, Pa.

May 14-16, Syracuse, N. Y. Central New York Safety Conference and Exposition (Hotel Syracuse). Contact Walter L. Fox, executive secretary, Safety Division, Syracuse Chamber of Commerce, 351 Warren St., Syracuse, N. Y.

May 16-18, Winston-Salem, N. C. Twenty-first Annual North Carolina Statewide Industrial Safety Conference (Robert E. Lee hotel). Contact H. S. Baucom, safety director, North Carolina Industrial Commission, Raleigh, N. C.

Summer Safety

(Continued from page 7)

are of great importance. Examples of new situations might be a trip to an unfamiliar place; a bicycle ride along an unfamiliar route; mixing with different age groups; playing with unsupervised equipment in the village parks, or playing near construction; also, new health hazards, such as overexertion, overheating, poison ivy, etc.

Older children, as well as adults, can be of use in setting good examples to younger ones in neighborhood play. They can be encouraged to give courteous and considerate help to the preschool child to whom the street is always a temptation. A neighborhood safety meeting sponsored by interested parents or older children can be of great value to the younger ones. The importance of *showing* younger children rather than just *telling* them cannot be overemphasized.

All school children are acquainted with the rules of safe bicycle riding. Reminders, however, can be very helpful.

On family trips children can be given specific jobs which will encourage their sense of safety, for example: responsibility for first-aid equipment, inspection of the camp site or picnic spot, responsibility for putting out the campfire, and many others which tie in with good scouting.

There are ample signs that the accident rate is again on the increase in spite of all the facts we know. It is obvious that the human element must be modified by educational processes carried on wherever the child is active. It is our hope that we may have no statistics to add to our list this summer.

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

What Makes a Patrol?

(Continued from page 14)

had to be very alert, for Jack needed a good deal of supervision.

Mike became a patrol member also. He was a slight, thin boy, very serious and very earnest. Since getting on the patrol, safety became the most important thing in his life. Even at lunch time, there was no rest for the sponsor. Mike would burst into the room, "You know Mary, Mary from the fourth grade, well, she crossed the street right now in the middle of the block. Want me to bring her in?" The sponsor, with an eye on lunch and visualizing the frantic chase between Mary and Mike, said, "Not now, Mike, but remember to bring her in after lunch." Mike retired, bitterly disappointed; he would have loved to be present when Mary would get punished.

Robert was a timid boy whom the sponsor asked to join the patrol. But he was a failure, for Robert—younger than the big boys—slender and thin, could not stand the ribbing of the others. The sponsor tried to prevent trouble between him and the others, but finally Robert sadly handed in his belt, saying that he had a cold and could not stay outside. Both felt very sad at this failure.

Understanding of and consideration for others, knowledge of how to apply authority without being tyrannical, a sense of responsibility for one's job, and desire for perfection are taught in patrol meetings, which, in our school, are held once or twice a week with the sponsor. After the patrol pledge, the roll call, the reading of the minutes of the last meeting, those problems that have bothered patrol members, their captain and the sponsor are the business of the day.

One patrol member tells about a man who parks his car so close to the crosswalk that the patrol member can't see traffic without stepping into the street. Another feels that there is an alleyway which needs a patrol member, because children run across it without looking to see if cars or trucks are coming. The sponsor has to help solve each problem. His answer must be definite, firm and authoritative.

Sometimes, the patrol meeting includes a trip to the principal, to discuss a special problem. At such times, patrol members present the problem themselves.

The sponsor has to guide each patrol meeting, so that no hard feelings are aroused and

SAFETY PATROL RAINCOATS

OF HIGH VISIBILITY YELLOW RECOMMENDED
BY LOCAL AND NATIONAL SAFETY OFFICIALS
AND ORGANIZATIONS

For use among school-age children to insure greater visibility of the child in traffic.

Material and Description: Made by an exclusive "Rainfast" process of 100% American Rubber; absolutely Waterproof; completely Vulcanized; can be cleaned with a damp cloth. Full cut "Patrol" sizes and suitable for Winter or Summer.

Price: \$5.95 a set (Coat and Helmet) Yellow or Black. Price includes school name if not more than fifteen letters set between words "Safety" and "Patrol."

Order measurement size chart

Size	12	14	16	18
Length	37"	40"	43"	45"
Chest	32"	34"	36"	38"

Raincoats may be obtained by sending a check or money order in the proper amount made payable to

RAINTITE PATROL COAT CO.

4740 W. FOSTER AVENUE, CHICAGO 37, ILLINOIS

All prices are subject to change without notice



STOP SAV-A-LIFE

Give the school children in your community the inexpensive—but vital—added protection provided by a SAV-A-LIFE TRAFFIC CONTROL LITE.

The SAV-A-LIFE LITE is a complete, portable, self-contained unit. Flashing, eye level, red or amber light—beamed in both directions—is visible over a mile. Weatherproof, the light is operated by a standard auto battery—has its own charger.

\$74.50 fob
without battery

SAV-A-LIFE CO. 70 Box 757
Goshland, Mo.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Electric Hand Dryers:** Booklet describes electric dryer that dries hands and face with a stream of hot air. Life sealed ball-bearing motor requires no oiling. Low maintenance costs. Chicago Hardware Foundry Co.
2. **Motion Picture Projector:** New "Premier-30" projector is fully described in illustrated booklet. Projects brighter pictures with 30 per cent increase in illumination. New sound system provides greater realism. "Micro-mesh" gears eliminate disturbing chatter. Ampco Corp.
3. **Fluorescent Lighting:** Illustrated folder describes complete "Trimline" series of lighting fixtures which provide uniform and constant lighting levels. Fixtures come in sizes for every need, standard or instant start tubes, and louvered or full plastic shielded. Sylvania Electric Products, Inc.
4. **Band Instruments:** New booklet "Music and the Basic Objectives of Education" discusses the important role of music in the educational system from kindergarten to college level. Pan-American Band Instruments.
5. **Heavy Duty Cleaning Equipment:** Machines offering both kinds of dual action, blowing, sucking, and both wet and dry pick-up are fully described in this illustrated folder. Engineered to reduce cleaning costs. General Electric Co.
6. **New School Bus Chassis:** Choice of 100 horsepower V-8, or 95 horsepower 6 cylinder engine is offered for this new school bus chassis described in literature now available. Safety features described in detail. Also leaflet on "Power Pilot." Ford Division of Ford Motor Co.
7. **Shop Safety:** Illustrated literature on protective eye equipment for school shops. Includes spectacles, goggles, "monogoggles" with one piece lens that fits over regular glasses and eye shields. Willson Products Corp.

SAFETY EDUCATION

APRIL, 1951

325 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name

Title

School

Address

City

no hasty decisions made. The sponsor makes it a special point to give praise to the group as a whole for any improvement. He praises some individuals; and he encourages them.

After the meeting, there may be one or two who come to tell something they had noticed but were too shy to mention. There are also some who need a few good, strong, authoritative words from the sponsor. This is done in private.

Punishment for a patrol member? There is none that fits the crime. If he persists in tardiness, lack of co-operation, inattention at his post, hitting children, in general being a nuisance, the sponsor asks him for his belt. It is done quietly and unobtrusively. He may come later and plead for another chance, but experience has proved that such a patrol member seldom is responsible.

The patrol members take pride in their jobs. They delight in doing extra work. Sometimes they are asked to lead a group of small children from one room to another, or to take a younger child home, or stay after school for some special occasion. On one occasion, when a special demonstration was given at our school, patrol members came of their own volition to help the class giving the demonstration. The patrol members stayed until everyone was across the street and safely on the way home. At early dismissals, patrol members like to be notified so that they can be on their posts. If a patrol member has to leave the school early, he never forgets to tell his captain and sponsor so that a substitute will be in his place.

Our school authorities foster pride in the patrol by giving the patrol members special treats. The mayor usually sends a certificate for them at the end of the semester. Each semester, the supervisor gives medals to the best members—the ones selected by his co-workers and sponsor. The city also sponsors a ball game and free picnic in a large amusement park. The patrol members themselves, with the help of their sponsor, present either a program or have a little party, to which they invite their parents. The patrol members can see, in many ways, that everyone appreciates their good work and is proud of them.

All of our safety patrol members are good at their work. As soon as a patrol member has learned that he is responsible and acts upon that principle, he has become a better citizen. Little more can be asked.

**"The bonds William and I bought
for our country's defense
helped build a house for us!"**

**HOW U. S. SAVINGS BONDS PAID OFF
FOR MRS. ROSE NYSSÉ OF BRISTOL, PA.**

*"There's nothing more wonderful than a house
and garden of your own," says Mrs. Nysse,
"and no surer way to own one than to save for it
through U. S. Savings Bonds and the
safe, sure Payroll Savings Plan!"*



Mrs. Rose Nysse says,
"In 1942 William and I
started making U. S.
Savings Bonds a part
of our plan for financial
security. I joined the
Payroll Savings Plan
at the Sweetheart Soap
Co. where I work, and
began buying a \$100
bond a month, knowing
my money was safe and
working for me. U. S.
Savings Bonds certainly
make saving easier!"



**"Savings Bonds alone
made a \$5,000 down
payment on our house!"**
says Mrs. Nysse. "Al-
together, we've saved
\$8,000 just in bonds
bought through Payroll
Savings, and we are
keeping right on. When
we retire, our bonds will
make the difference be-
tween comfort and just
getting by. Bonds offer
a patriotic and practi-
cal way to security."

**You can do what the Nyssees are doing
—the time to start is now!**

Maybe you can't save quite as much as
William and Rose Nysse, maybe you can
save more. But the important thing is to
start now! It only takes three simple steps.

1. Make the big decision—to put saving first—
before you even draw your pay.
2. Decide to save a regular amount system-
atically, week after week, or month after month.
Even small sums, saved on a systematic basis,
become a large sum in an amazingly short time!
3. Start saving by signing up today in the
Payroll Savings Plan where you work or the
Bond-A-Month Plan where you bank.

You'll be providing security not only for
yourself and your family, but for the
blessed free way of life that's so very im-
portant to every American.

**FOR YOUR SECURITY, AND YOUR
COUNTRY'S TOO, SAVE NOW—
THROUGH REGULAR PURCHASE OF
U. S. SAVINGS BONDS!**



*Your government does not pay for this advertisement. It is donated by this publication in
cooperation with the Advertising Council and the Magazine Publishers of America as
a public service.*



use **MERCUROCHROME**
for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

* Reg. U. S. Pat. Off.



**HYNSON, WESTCOTT
& DUNNING, INC.**

BALTIMORE, MARYLAND

